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Family Matters

Moving From Summer to School



A New School Year Begins: Tips for Parents of Children with Special Needs

at: <http://www.specialneedsnewyork.com/back-to-school/#sthash.J5MQhcCM.dpuf>

In the blink of an eye, the summer is over. No more swimming pools or day camps or family vacations. August means back to school, registration for dance class and soccer, and final check-ups. As any parent knows, the first day of school is full of emotion – excitement, anxiety, happiness, and fear. Your son or daughter runs to the bus, waving at his or her new friends while showing off his new sneakers or her new sweater. As any parent of a special needs child knows, back to school also means new programs, new teachers, and new providers helping your son or daughter transition back to school can be difficult and overwhelming. The following article provides you with some helpful tips and reminders to make the transition from summer to a new school year a bit easier.

Familiarize the Staff with your Son or Daughter

You know your child better than anyone else. Communicate with the new classroom teacher within the first week of school. Advise him or her of your child's strengths and weaknesses. Let the teacher know if there are any dietary restrictions that should be noted, or any physical challenges your son or daughter may face. Make sure each staff member is aware of any allergies your child has or any medications he or she may be taking. It is especially important to discuss these needs with the school nurse.

If your son or daughter has special needs, the most important resource you and your child's teachers will have this year is the Individualized Education Program, or IEP. Review the IEP, and be sure to understand the related services mandated to your child, including the transportation, therapies, health and paraprofessional services. Provide a copy of the IEP to each staff member who will come into contact with your child each day. This includes the teacher, the aide, and the school nurse. Introduce yourself to the

bus driver, and make sure he or she is aware of any special education transportation mandates provided on your child's IEP.

Meet the Teacher

Schedule a visit to meet with the teacher within the first few weeks of school. Bring your child with you, and let him or her sit with the teacher and talk about the upcoming school year. If your child was in the same school building in years past, explain what will be different in the upcoming school year. If your child is in a new school, take a walk to the bathroom, the lunchroom, and the nurse's office. Help acclimate your child to the new building so that he or she feels comfortable in the new surroundings. If your son or daughter receives any related services, it is also a good idea to meet the service providers, and establish a line of communication with him or her.

Establish the Routine

Perhaps one of the more difficult transitions to the school year is the school schedule. Start putting your

child to bed a little earlier each night so that he or she can wake up in time for school in the morning. Establish a morning routine and a homework routine. Explain to your child what his or her day will be like once school begins, and work with your child to establish a routine that makes him or her feel comfortable.

Once the School Year Begins



Now that the first day of school has come and gone, it is important to stay in touch with the teachers. Whether you keep a communication notebook in your child's backpack, or communicate with the teacher via email, be sure to be in touch with the teacher on a weekly, if not daily, basis. Understand what your child is learning every day, and try to enforce those same lessons at home.

If your child has special needs, it is extremely important to make sure your child is receiving the services mandated on his or her IEP. Stay in touch with his or her related service providers, and confirm that your child is receiving the appropriate number of sessions of each of his or her therapies. Ask that the related service providers keep you updated on your child's progress through the communication notebook so that you feel confident that all of the professionals working with your child are on the same page.



School Bus Safety

From: http://www.nhtsa.gov/people/injury/buses/kidsschoolbus_en.html

For millions of student nationwide, the school day begins and ends with a trip on a school bus. The greatest risk is not riding the bus, but approaching or leaving the bus. Before children go back to school or start school for the first time, it is essential that adults and children know traffic safety rules.

Drivers

- ◆ When backing out of a driveway or leaving a garage, watch out for children walking or bicycling to school.
- ◆ When driving in neighborhoods with school zones, watch out for young people who may be thinking about getting to school, but may not be thinking of getting there safely.
- ◆ Slow down. Watch for children walking in the street, especially if there are no sidewalks in neighborhood.
- ◆ Slow down. Watch for children playing and congregating near bus stops.
- ◆ Be alert. Children arriving late for the bus may dart into the street without looking for traffic.
- ◆ Learn and obey the school bus laws in your state. Learn the "flashing signal light system" that school bus drivers use to alert motorists of pending actions:

• **Yellow flashing lights** indicate that the bus is preparing to stop to load or unload children. Motorists should slow down and prepare to

stop their vehicles.

- **Red flashing lights** and extended stop arms indicate that the bus has stopped, and that children are getting on or off. Motorists must stop their cars and wait until the red lights stop flashing, the extended stop sign is withdrawn, and the bus begins moving before they can start driving again.

Children

- ◆ Get to the bus stop at least five minutes before the bus is scheduled to arrive.
- ◆ When the bus approaches, stand at least three giant steps (6 feet) away from the curb, and line up away from the street.
- ◆ Wait until the bus stops, the door opens, and the driver says that it's okay before stepping onto the bus.
- ◆ If you have to cross the street in front of the bus, walk on the sidewalk or along the side of the road to a point at least five giant steps (10 feet) ahead of the bus before you cross. Be sure that the bus driver can see you, and you can see the bus driver.
- ◆ Use the handrails to avoid falls. When exiting the bus, be careful that clothing with drawstrings, and book bags with straps don't get caught in the handrails or doors.
- ◆ Never walk behind the bus.
- ◆ Walk at least three giant steps away from the side of the bus. If you drop something near the bus, tell the bus driver. Never try to pick it up because the driver may not be able to see you.



Parents

Teach children to follow these common sense practices to make school bus transportation safer.

Walking Safety TIPS

From www.safekids.org

Here are some simple rules to reinforce and practice with your children. Remember your child's limitations; children under 10 years of age are developmentally limited when it comes to judging speed and distance accurately, and very young children may not be able to read the street and pedestrian signs yet. It is important to know the abilities of your own child because all children develop uniquely.

Practice and remind children to

- ◆ Walk on the sidewalk. If there is no sidewalk and you have to walk in the road, face the traffic so that you can see cars coming and keep as far from the roadway (as far away from the traffic) as possible.

Continued on next page

- ◆ Cross only at corners or marked crosswalks. (If there is a crosswalk button, press the button and wait for the walk sign to indicate that it is safe to cross.)
- ◆ Stop at the curb or edge of the road, look left, then right, and then left again (left-right-left) before you step into the street. If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking for cars while you are crossing..
- ◆ Walk, don't run. This gives time for drivers to see you before you enter the roadway.



Tips for a Healthy School Year

It's a good idea to take your child for a physical and eye exam before school starts. Bring all health-related forms that the school requires when you take your child to the doctor. If your child will be participating in a sport, his/her doctor may have to sign a release form. Be sure to keep your own copy of any records.

No Shots, No School. It's the Law! Is Your Child Fully Vaccinated?

2013 : dhinfo@la.gov



Baton Rouge—The new school year is here, but is your child ready? Besides shopping for supplies, the back-to-school checklist should include making sure your child has an up-to-date immunization record. The Louisiana Department of Health and Hospitals reminds parents that ensuring children have received their necessary vaccinations is not only important, it's the law.

"I want to remind parents of their responsibility, ensuring that their children receive the shots they need," said DHH Secretary Kathy Kliebert. "Vaccination is a simple process with big rewards. These vaccines help keep children healthy, so they can spend more days in the classroom and out of the doctor's office."

Louisiana law requires children age four or older who are entering kindergarten, pre-kindergarten or Head Start programs this year have to proof they have received the following vaccinations:

- a booster dose of Poliovirus vaccine (IPV)
- two doses of Measles, Mumps, Rubella vaccine (MMR)
- three doses of Hepatitis vaccine (HBV)
- two doses of Varicella (chicken pox) vaccine (Var)
- a booster dose of Diphtheria Tetanus Acellular Pertussis vaccine (DtaP)

Children in Daycare need to be up-to-date with their age-appropriate immunizations.

Children who are 11 or older and are entering the sixth grade this year must have proof they have received all of the age-appropriate immunizations listed above, and at this age, children also need proof of receiving:

- meningococcal (meningitis) vaccine
- Tetanus Diphtheria Acellular Pertussis vaccine (Tdap)

"When we don't vaccinate, we leave the door open for the return of diseases such as measles and whooping cough, which continue to be a threat to babies, children and adults in the United States," said DHH Immunization Medical Director Dr. Frank Welch. "School vaccination laws have helped eliminate major vaccine-preventable diseases. So, avoid the rush and take the time now to schedule your children for their back-to-school vaccinations."

Vaccines have proven safe and effective in preventing illness and death from many infectious diseases. Having kids vaccinated keeps them healthy and in school, protects other children and family members from getting sick, and allows children to lead longer, more productive lives.

Parents should contact their child's doctor to have children vaccinated. Children who are eligible to receive vaccinations at Parish Health Units are those that have Medicaid, those without insurance, American Indian/Alaskan native, or children who are insured but their insurance company does not cover specific vaccinations. View DHH's [interactive parish map](#) to find a parish health unit in your area. Those children who have insurance should contact their private provider for vaccination services.

Let your child's doctor know if you have any questions or concerns about the scheduled vaccines or any other health-related issues that may be affecting your child.

Parents can obtain copies of their child's immunization record from their child's physician or from a parish health unit or a Federally Qualified Health Center. If parents are not able to submit proof of updated immunizations, their children will need to be re-vaccinated to get an updated immunization record.

Additional Helpful Tips and Reminders

<http://www.usa.gov/Topics/Back-to-School.shtml>

Financial Assistance for Families

There are several programs and resources available to ease the financial burden of going back to school, including low cost meals and affordable health insurance.

Find out if your family qualifies for any Child Nutrition Programs, which includes the National School Lunch Program (ask for an application from the school lunchroom).

For free or low-cost health coverage, see if you qualify for Medicaid/Bayou Health (www.dhh.louisiana.gov Medicaid or PHONE: 1.888.342.6207)

Resources Revisited

A message to my Readers: The Families of children with special health care needs, CYSHCN and welcomed community readers.

While some of you may read every issue of Family Matters, others will read only an occasional newsletter. And with information subject to change, it is important to revisit resources and specific topics of interest that include, but not limited to, Transition, Self- Advocacy, Early Intervention, Safety, Nutrition and much more! And whether you are a well-seasoned parent, or a first time parent in need of vital information, you will find useful, updated information in each issue of "Family Matters".

As stated earlier, with school just starting, it is important to get started off on the right foot. So, in this issue you will find a brief overview of the Special Ed process, The IEP, the law that governs it, and the importance of starting transition planning early.

Lets start by looking at the law, IDEA (Individuals with Disabilities Act)

Resources from <http://www.ncld.org/disability-advocacy/learn-id-laws/idea/what-is-idea> And <http://nichcy.org/schoolage/transitionadult>



The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Program (IEP). IDEA also provides very specific requirements to guarantee a Free Appropriate Public Education (FAPE) for students with disabilities in the least restrictive environment (LRE). FAPE and LRE are the protected rights of every eligible child, in all fifty states and U.S. Territories.

Now Lets Look at Individualized Education Program (IEP)



Once a student has been formally evaluated and found eligible for special education services, the parents work with a school team to develop an Individualized Education Program (IEP). The IEP is a formal contract outlining the services and support the school will provide in order for the child to benefit from the educational program. An IEP must be developed before a student can begin receiving special education services and it must be reviewed and updated each year. This annual review is required for as long as the student remains eligible for special educational services.

While each state differs in how they develop an IEP, the Individuals with Disabilities Education Act requires that every IEP include the following:

- ◆ how the student is currently performing in school;
- ◆ how the student can achieve educational goals in the coming year;
- ◆ how the student will participate in the general education curriculum.

Parental Involvement

The Individuals with Disabilities Education Act (IDEA) provides specific procedural safeguards to help parents advocate for their child's educational well-being. It promotes parents' involvement in the education of their child and gives them the necessary tools to be key decision makers. The federal law allows parents to participate in all meetings concerning their child, examine their child's school records, request an independent evaluation and agree or disagree with placement decisions.

For students with disabilities who may not qualify for special education services

Before there was IDEA, there was the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination on the basis of disability. Section 504 of this Act continues to play an important role in education, especially for students with disabilities who may not qualify for special education services under IDEA.



IDEA 2004: Improving Transition Planning and Results

the Individuals with Disabilities Education Act (IDEA '04), include several revisions to the requirements for transition planning designed to improve postsecondary results for students with disabilities.

Better Definition



First, by redefining the term "Transition Services", IDEA now states that activities focus on improving the *academic and functional achievement* of the child to facilitate movement from school to post-school activities. Additionally, the definition has been expanded to include a requirement that the transition services be based on the student's strengths and needs, as well as their preferences and interests. *Transition services* means a *coordinated* set of activities for a child with a disability that is designed to be "results-oriented" as opposed to the earlier requirement for "outcome-oriented," signaling a clear intent to ensure that the process includes activities designed to produce success for the individual, resulting in an ability to be prepared for further education, employment and independent living.

Resources Revisited

Considering the Definition

A number of key words that are in the definition capture important concepts about transition services:

- Activities need to be *coordinated* with each other.
- The process focuses on *results*.
- Activities must address the child's *academic and functional achievement*.
- Activities are intended to smooth the young person's movement into the post-school world.

You can also see that the definition mentions the domains of independent and adult living. The community.... employment.... adult services... daily living skills... vocational... postsecondary education. This clearly acknowledges that adulthood involves a wide range of skills areas and activities. It also makes clear that preparing a child with a disability to perform functionally across this spectrum of areas and activities may involve considerable planning, attention, and focused, coordinated services. Thus justifying the importance of early transition planning.

Students Get Involved!

<http://nichcy.org/schoolage/transitionadult/students#basics>

There's a very simple and common sense reason why IDEA 2004 requires that students with disabilities be invited to attend every IEP meeting where postsecondary transition goals will be considered: It's their lives.

And those lives are changing. Adulthood is approaching, and with it will come a world of responsibilities and choices. Who's the primary stakeholder in that life ahead? The student. Who better to choose the path ahead, the job or the next schooling, than the student? Who better to ponder what career, what leisure past times, what community participation? Student involvement in planning ahead makes all the sense in the world.

The following is a quick summary of transition and resources for parents and students.

A Quick Summary of Transition

<http://nichcy.org/schoolage/transitionadult#definition>

Transition services are intended to prepare students to move from the world of school to the world of adulthood.

Transition planning begins during high school at the latest.

IDEA requires that transition planning start by the time the student reaches age 16.

Transition planning may start earlier (when the student is younger than 16) if the IEP team decides it would be appropriate to do so.

Transition planning takes place as part of developing the student's Individualized Education Program (IEP).

The IEP team (which includes the student and the parents) develops the transition plan.

The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.

In transition planning, the IEP team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation.

Transition services must be a coordinated set of activities oriented toward producing results.

Transition services are based on the student's needs and must take into account his or her preferences and interests.

Resources

School Transition: Louisiana Department of Education:

http://www.louisianaschools.net/divisions/special/transition_services.html

Job Training: Louisiana Rehabilitation Service:

http://www.laworks.net/WorkforceDev/LRS/LRS_Main.asp SSI
Ticket to Work: <http://www.socialsecurity.gov/work/about-ticket.html>

Independent Living Programs: Independent Living Program/Community and Family Support/State Personal Assistance Services Programs:

http://www.laworks.net/WorkforceDev/LRS/LRS_Living.asp

National Center on Secondary Education and Transition

This is the site to visit for information about transition. NCSET offers publications and links to resources on the subject. The Site Tour is a helpful starting place.

<http://www.ncset.org/>

National Collaborative on Workforce and Disability -- NCWD For Youth

This site is a good starting place for information and resources regarding youth with disabilities and employment. It includes links to resources, publications and websites.

<http://www.ncwd-youth.info/>

LD Online -- Postsecondary Education

LD Online's special section on Postsecondary Education contains valuable publications and links to resources for students with learning disabilities who are moving on to college or university.

http://www.ldonline.org/ld_indepth/postsecondary/



The Spotlight is on You!

Advocating for Yourself in Middle School and High School: How To Get What You Need

From: www.fvkasa.org Kids As Self Advocates *real life stories told by youth and young adults with disabilities*

You should always be able to have the accommodations you need in school for your disability or health care needs. Sometimes it just takes some extra effort to get what you need. Just because you have a disability it doesn't mean you can't do as well as the other kids in school, you have the same rights to succeed. By law every school has a process [a set way] for you to talk to teachers and others about what you need. Sometimes this plan or process is called an Individual Education Plan [IEP], a 504 plan, or sometimes something else.

Step 1: Evaluate what you need:

Sit down with your parents and decide what accommodations you need based on your disability. For example, extra time on tests, a note taker, or two sets of books. Only pick accommodations that are necessary for your disability. For example, I knew I didn't need a program on my computer that read my book to me, so I didn't ask for it. People with different disabilities need different things.

Step 2: Find a helpful resource at school:

This could be a teacher, vice-principal or counselor, who is willing to work with you and make sure you get what you need. Ask other kids who get accommodations at school what works for them, or talk to the principal about what is available. Once you find a helpful resource, have a meeting with that person and see what they can do to help you advocate for yourself. This resource will serve as your case worker.

Step 3: Talk to your teachers:

Try to have a meeting with all your teachers, with your parents and your case worker present. With the help of your parents and others, you should advocate for yourself. The teachers have overall power in the classroom, so it's important that they understand your needs. If a meeting is not possible, have your case worker or parents write a letter. If you are in high school go talk to your teachers, express your needs and let them know that they can contact your parents or case worker with any questions. If a teacher is unwilling to work with you, see what your case worker can do. If that does not work, talk to the administration [the principal or even your school board], about the problem. Teachers can't discriminate against you.

Step 4: Have a follow up meeting:

Several times during the school year you should stop by to talk to your case worker and let them know how everything is going. Half way through the year you should have a meeting with your parents and case worker, and try to have one teacher present, to talk about what is working for you and what isn't.

Other forms of advocating for yourself and getting what you need

Know about your disability so you can explain it [if needed] to teachers or others.

There is a difference sometimes between advocating for yourself for what you want to do and advocating for what you need to get schoolwork done. If you're not sure ask a friend, parent or teacher if they think it is something you need to get schoolwork done. This doesn't mean you cannot advocate for what you want in other areas, it just may make more sense to do it at a different time or with different people.

You can get extended time on standardized tests, including the SAT, ACT and AP tests.

If you feel that a student doesn't understand your disability, first talk to them and see if you can open their eyes to the wonderful person you are. If that doesn't work don't be afraid to get the teacher or administration [principal or school board] involved.

If you feel you are being mistreated by any adult go to someone you trust IMMEDIATELY.

There are other kids who are going through the same things, don't be afraid to express yourself.

Be proud of who you are, always.

For more information check out::

Beach Center on Disability - www.beachcenter.org

National Disability Rights Network - www.napas.org

Also, websites about your specific disability may have ideas for school accommodations.

Smooth Moves

Patti Barovachio MN BSN CCM CPHM
CSHS Statewide Care Coordinator Supervisor

Youth Health Transitions

Did you know supporting health care transitions for youth with special health care needs is so important that it is one of the Healthy People 2020 National Public Health Goals?

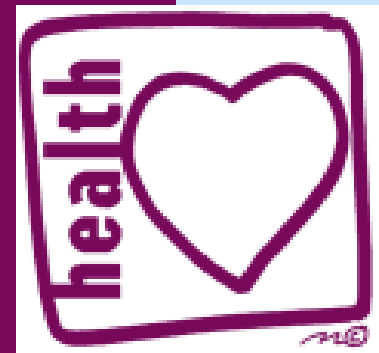
Transitioning from pediatric health care services to adult health services can be a difficult task for any young adult, but it is especially hard for youth with special health care needs. Transition planning with your Primary Care Provider (PCP) can break the process into small easy steps so that everyone is prepared for the changes ahead.

Supporting youth as they transition to adult care services can help develop healthy lifestyle habits and foster independence. The American Academy of Pediatrics recommends starting on transition plans at age 12.

Make sure to actively include your youth in transition planning and keep all lines of communication open. Your PCP is an excellent resource to help assess your youth's readiness for learning independent care activities.

Once created, transition plans should be reviewed periodically and adjusted as needs and goals change. In each Family Matters newsletter, the 'Smooth Moves' column will look at a transition topic and provide action items and discussion points.

Stay tuned for planning tips!



GETTING STARTED

- ⇒ Talk with your Primary Care Provider about their office policy for youth transitions
- ⇒ Assess your youth's readiness for learning independent health care skills
- ⇒ If possible, talk with your youth about their future goals for adult life
- ⇒ Complete an Emergency Information Form with your youth's Primary Care Provider or get a notebook and write a medical history- this will help organize medical info and identify special needs to be addressed in the transition plan

(See next page for the AAP Emergency Information form.)

Resources:

Supporting the Healthcare Transition from Adolescence to Adulthood in the Medical Home. July 2011. Pediatrics (AAP)

Best Practices in Managing Transition to Adulthood for Adolescents With Congenital Heart Disease: The Transition Process and Medical and Psychosocial Issues. 2011, American Heart Association.

Pediatric Perspectives and Practices on Transitioning Adolescents with Special Needs to Adult Health Care: Fact Sheet No. 6, Oct 2008. National Alliance to Advance Adolescent Health.

Emergency Preparedness for Children with Special Health Care Needs. Oct 1999. Pediatrics (AAP)

Emergency Information Form for Children With Special Needs



American College of
Emergency Physicians*

American Academy
of Pediatrics



Date form
completed
By Whom

Revised
Revised

Initials
Initials

| | | | |
|--|--|-------------------------|------------------|
| Name: | | Birth date: | Nickname: |
| Home Address: | | Home/Work Phone: | |
| Parent/Guardian: | Emergency Contact Names & Relationship: | | |
| Signature/Consent*: | | | |
| Primary Language: | Phone Number(s): | | |
| Physicians: | | | |
| Primary care physician: | Emergency Phone: | | |
| | Fax: | | |
| Current Specialty physician: | Emergency Phone: | | |
| Specialty: | Fax: | | |
| Current Specialty physician: | Emergency Phone: | | |
| Specialty: | Fax: | | |
| Anticipated Primary ED: | Pharmacy: | | |
| Anticipated Tertiary Care Center: | | | |

| | |
|---|--------------------------------------|
| Diagnoses/Past Procedures/Physical Exam: | |
| 1. | Baseline physical findings: |
| | |
| 2. | |
| | |
| 3. | Baseline vital signs: |
| | |
| 4. | |
| | |
| Synopsis: | |
| | Baseline neurological status: |
| | |
| | |

*Consent for release of this form to health care providers

Last Name:

Diagnoses/Past Procedures/Physical Exam continued:**Medications:****Significant baseline ancillary findings (lab, x-ray, ECG):**

1.

2.

3.

4.

5.

6.

Prostheses/Appliances/Advanced Technology Devices:**Management Data:****Allergies: Medications/Foods to be avoided****and why:**

1.

2.

3.

Procedures to be avoided**and why:**

1.

2.

3.

Immunizations (mm/yy)**Dates**

DPT

OPV

MMR

HIB

Dates

Hep B

Varicella

TB status

Other

Antibiotic prophylaxis:**Indication:****Medication and dose:****Common Presenting Problems/Findings With Specific Suggested Managements****Problem****Suggested Diagnostic Studies****Treatment Considerations****Comments on child, family, or other specific medical issues:****Physician/Provider Signature:****Print Name:**

Last Name:

Louisiana Benefits Planning Services (LA-BPS)

Louisiana Health Insurance Premium Payment (LaHIPP) is a part of Louisiana Medicaid that may pay some or all of the health insurance premiums for an employee and his/her family if the employee has insurance available through his/her job and someone in the family receives health coverage through Medicaid. The family member(s) getting Medicaid will also be able to have health insurance.

Am I Eligible?

LaHIPP does a review of what the insurance costs and what it covers, then decides if it is more cost effective for Louisiana Medicaid to pay the health insurance premiums for the person who is working and the family member who receives Medicaid. Cost-effective means that it costs less for Louisiana Medicaid to pay for the health insurance premium than it does to pay for the medical expenses of the person who gets Medicaid.

Apply Now

Click on: <https://pierweb.hmsy.com/Louisiana/hipponline/OnlineApplication.aspx> to apply online for the LaHIPP program.

You can also download and print the [application](#) and mail or fax it to:

721 Government St, Suite 103-300

Baton Rouge, LA 70802

Fax: 1.877.419.1384

You can also contact us to inquire about LaHIPP by calling toll-free 1.888.695.2447 or emailing LaHIPP Resources at : lahipp@la.gov.

Louisiana Benefits Planning Services (LA-BPS)

Accepting Referrals!

Do you work with individuals who receive SSI or SSDI cash and/or medical benefits? If so, they may mistakenly assume that going to work, or working more, could lower their total income or endanger their Medicaid eligibility. Beginning **AUGUST 1, 2013** the LSU Health Sciences Center-Human Development Center will resume providing **FREE** benefits analysis and advisement to SSI and SSDI beneficiaries with disabilities living in the following parishes:



Our certified Benefits Planners can help clients understand the impact of work on SSA and other federal and state benefits they may receive. Benefits Planners will complete an individualized benefits analysis and identify work incentives and strategies that can guide clients to achieve their employment goals. Please share this letter with your staff, as well as other agencies/organizations that serve individuals with disabilities who receive SSI and/or SSDI benefits.

Beginning **AUGUST 1, 2013** you can refer clients for LA-BPS Services by:

- Calling LA-BPS's intake at: (855) 886-5123;
- Emailing: www.labps@lsuhsc.edu; or
- Visiting our website at www.hdc.lsuhs.edu/labps

If you have any questions about this service or who might benefit from it, please contact Donald Leger, Program Manager at dleger@lsuhsc.edu.

Life's deepest desires sometimes seem out of reach.

Hands

© Jherine N. Saine

I haven't forgotten
That I am just one person,
That I am but one voice
Attempting to stand out
From the crowd.

I remember
That I have fallen
Amidst the laughter
That surrounds me, and that sometimes
It gets too loud.

I know
That I can't sit here
And expect my silence
To evoke change
Without reason.

I can see
That I don't know everything,
That I can't expect
My hand to be held
Always.

I can feel
That time is slipping
By me, that it
Will be gone if I just
Stand still.

I have heard
That there are a million
Other voices that sound
Like mine, that want also
To be heard.

I've been told
That it's not enough to
Wish for dreams, that I
Have to work them
Into reality.

I know that I don't know
All that I think I know.
I know I won't see all of
The places I wish to go.
I know I'm not ready
For all that the world demands,
You don't have to always hold me,
Just let me see your hand

I know
That there's a lot
That I won't understand,
That you don't have all
Of the answers.

I haven't forgotten
That I have to grow up
And someday live without
Your voice, your opinion--
Making my own decisions.

I know that I don't know
All that I think I know.
I know that I may not see all
Of the places I want to someday go.
I know I'm not ready for everything
That I won't always understand
You don't have to always hold me

But sometimes. . .
Just let me touch your
Hand.

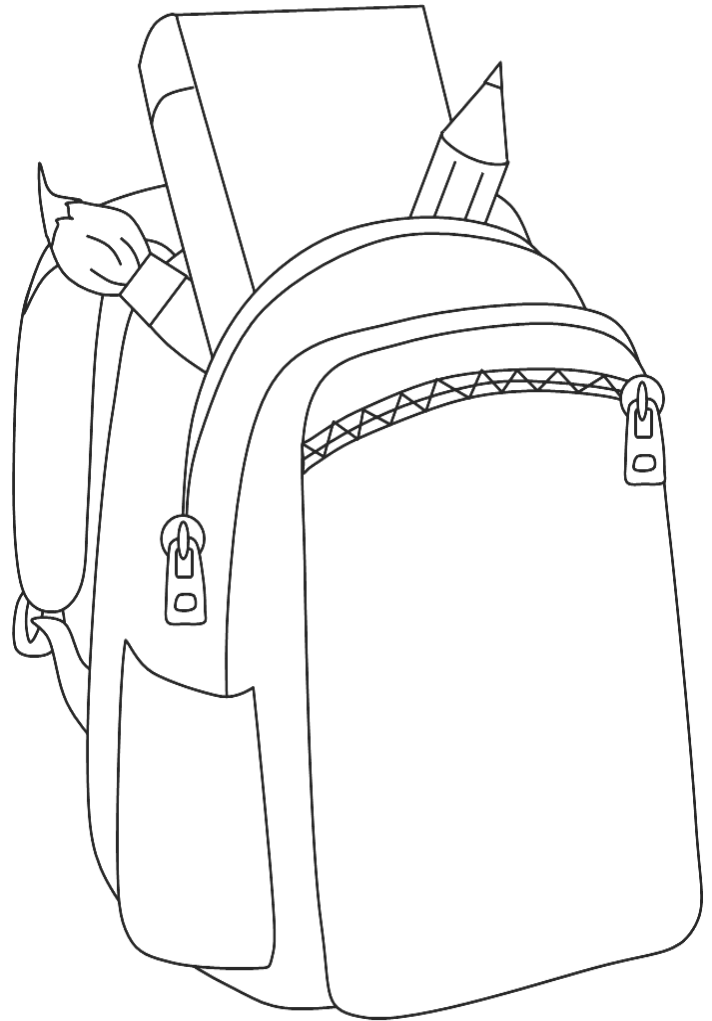
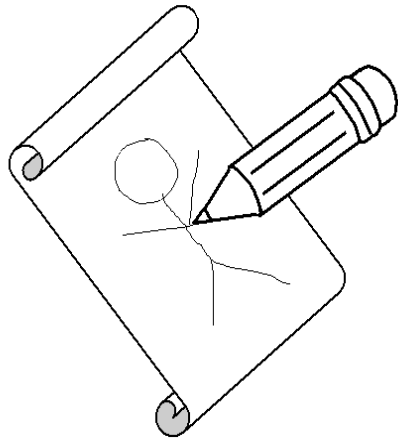
Source: Hands, Change Poem <http://www.familyfriendpoems.com/poem/hands#ixzz2chk1eWOX> Family Friend Poems



School Word Search

C F G U K B G D D H
 R E P A P R O H E Y
 T E A C H E R O S M
 L I C N E P M F K K
 O D Y R E C E S S S

books
 desks
 paper
 pencil
 recess
 teacher



A Wonderful after School Snack!

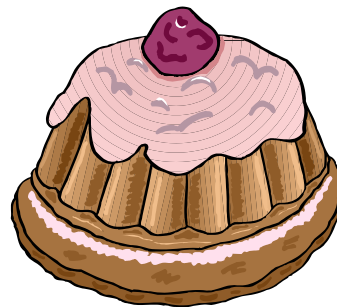
Aunt Nancy's 1, 2, 3 Cake

What you will need:

1 box of any flavor angel food cake

1 Box of any flavor regular cake mix

2 tablespoons of water



Submitted by: Angela Durand, CSHS State Parent Training Consultant

Use one box of any flavor angel food cake mix and one box of any flavor regular cake mix. Pour both boxes of cake mixes into a sealable container or a Ziploc bag. Stir the dry cake mixes together. Do not add any other ingredients. Use a microwave safe coffee cup or small bowl. Add three tablespoons of cake mix and two tablespoons of water, stir and microwave on high for one minute. You can then top with fresh fruit or frosting. You will have plenty of cake mix left to store in the cabinet, for a great after school snack, or whenever you need a quick dessert. I do recommend that a grown up assist with taking it out of the microwave, as the cake will be quite hot after one minute. ENJOY!

Home-style Sloppy Joes

This classic all-American favorite tastes so much better when made with your own fresh ingredients. These Home-style Sloppy Joes are sink-your-teeth into 'em good!

Serves: 6

Cooking Time: 15 min

What You'll Need:



2 to 2-1/2 pounds ground beef
1 onion, chopped
1 green bell pepper, chopped
2 (15-ounce) cans tomato sauce
2 tablespoons brown sugar
1/2 teaspoon garlic powder
1/2 teaspoon salt
1/4 teaspoon black pepper
8 sandwich or hamburger buns, split

What To Do:

In a large skillet over medium-high heat, brown ground beef, onion, and green bell pepper 7 to 9 minutes; drain off excess liquid.

Add remaining ingredients; mix well. Reduce heat to low and simmer 8 to 10 minutes, stirring occasionally. Serve sandwich-style spooned into buns.

Notes:

For extra zing, add 1 teaspoon hot pepper sauce.

OOH IT'S SO GOOD!!

Read more at <http://www.mrfood.com/Beef/Homestyle-Sloppy-Joes-from-Mr-Food/ml/1#TMCPVpaCxbezLZtl.99>



I believe we can change the world if we start listening to one another again.
Simple, honest, human conversation.
Not mediation, negotiation, problem-solving, debate, or public meetings.
Simple, truthful conversation where we each have a chance to speak, we each feel heard, and we each listen well.

— Margaret J. Wheatley

Disclaimer

This newsletter is printed with the knowledge and approval of Children's Special Health Services which is a part of the Office of Public Health. Neither office assumes responsibility for the content of FAMILY MATTERS as it is written by Cathy Dove, Statewide Parent Training Coordinator, a contracted Employee.

The writer tries at all times to assure the accuracy of information contained in the newsletter but no guarantee should be assumed.

If you would like to submit a story or a flyer for an event, please contact Cathy Dove at Families Helping Families at the Crossroads at (318) 641-7373. If I'm not in, please leave a message and I'll call you back.

Thank you,

Cathy Dove,

CSHS Statewide Parent Training Coordinator